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ABSTRACT

Title I of the Higher Education Act of 1965 was enacted by Congress to provide Federal funds to strengthen the community service capability of colleges and universities to assist the people in the solution of community problems, with particular emphasis on urban and suburban problems. Tennessee's major program emphases under Title I since 1972 have been (1) the Tennessee Statewide Consumer Education Program, a consortium of 9-15 institutions with one institution serving as statewide coordinator with the responsibility for developing materials and providing program assistance to the individual project segments and (2) the Community Growth Policy and Leadership Development program designed to foster leadership development of existing and potential community leaders and to broaden citizen and community participation in the decisionmaking process. The program priorities established for fiscal year 1977 are (1) Energy Education (50% of funding) and (2) Community Planning, Growth, and Leadership (50% of funding), the latter including government organization services, community organization services, and employment and career development. Rationale and long range goals for the statewide approach and specific objectives for each project category are outlined. Types of activities to be supported and methods of coordination with other programs are described. Statewide program and administrative budget totals are given with breakdown by Federal funds requested and matching funds expected from other sources. (WL)

ED131239

program IMPACT

Community Service and Continuing Education
Higher Education Act of 1965-Title I

FISCAL YEAR 1977
ANNUAL PROGRAM AMENDMENT
TO THE

TENNESSEE STATE PLAN
For
Community Service and
Community Education Programs

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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STATE AGENCY FOR TITLE I
THE UNIVERSITY OF TENNESSEE

A UNIT OF UT'S STATEWIDE DIVISION OF CONTINUING EDUCATION

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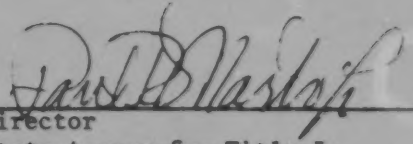
CE 000 314

TITLE I, HIGHER EDUCATION ACT OF 1965
ANNUAL PROGRAM AMENDMENT
TO THE
TENNESSEE STATE PLAN FOR COMMUNITY SERVICE
AND CONTINUING EDUCATION PROGRAMS
FOR
FISCAL YEAR 1977

Submitted by the State of Tennessee in accordance with the provisions of Title I of the Higher Education Act of 1965 (P. L. 89-329) and the Regulations promulgated thereunder (45 C. F. R., Chapter I, Part 173).

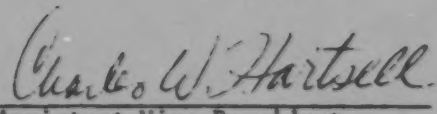
Approved by The University of Tennessee on June 24, 1976.

By


Director

State Agency for Title I

By


Assistant Vice President
for Continuing Education

This is to certify that The University of Tennessee has been designated as the State Agency for the development and administration of activities in Tennessee under Title I of the Higher Education Act of 1965, and such designation approved by the U. S. Commissioner of Education.

Date on which amendment is effective: October 1, 1976

CERTIFICATIONS

State of Tennessee. I hereby certify that the attached amendment was duly adopted by the State Agency on June 24, 1976, and will constitute the basis for participation of the State of Tennessee under Title I of the Higher Education Act of 1965 (P. L. 89-329).

June 24, 1976

C. H. Weaver

Vice President
for Continuing Education

State of Tennessee. I hereby certify that the attached annual program amendment of the State Plan submitted pursuant to Title I of the Higher Education Act of 1965 is in itself consistent with State law; and that, as amended, the said State Plan as a whole is consistent with State law.

June 25, 1976

Al Shely

Attorney General
State of Tennessee

TITLE I OF THE HIGHER EDUCATION ACT OF 1965

CERTIFICATIONS

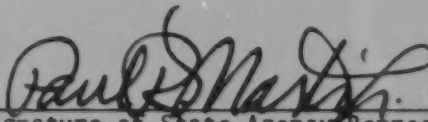
for Fiscal Year 1977

All participating higher education institutions have signed HEW Form 441 required under the Civil Rights Act of 1964 and the Regulations of the Department of Health, Education, and Welfare.

The State Agency hereby certifies that all institutions participating under the plan will together have available during fiscal year 1977 from non-Federal sources for expenditure for extension and continuing education programs not less than the total amount actually expended by those institutions for extension and continuing education programs from such sources during fiscal year 1965, plus an amount which is not less than the non-Federal share of the costs of community service programs for which Federal financial assistance is requested. The State Agency has obtained all information including records documenting expenditures necessary to make the above-noted finding and such documents will be kept by the State Agency and made available to the Commissioner upon request. (Regulation 173.25)

Date: June 24, 1976

The University of Tennessee
(Name of State Agency)


(Signature of State Agency Representative)

Director
State Agency for Title I
(Title)

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TITLE I, HIGHER EDUCATION ACT OF 1965
ANNUAL PROGRAM AMENDMENT
TO THE
TENNESSEE STATE PLAN FOR COMMUNITY SERVICE
AND CONTINUING EDUCATION PROGRAMS
FOR
FISCAL YEAR 1977

This document has been submitted to fulfill the requirements of Section 173.13 of the Regulations governing Title I of the Higher Education Act of 1965. It has been prepared in accordance with Section 173.14 of the Title I Regulations and directives from the United States Office of Education.

I. HISTORICAL PERSPECTIVE

The Title I program was enacted by Congress to provide federal funds to strengthen the community service capability of colleges and universities to assist the people in the solution of community problems, with particular emphasis on urban and suburban problems. This purpose is accomplished by educational programs, activities, or services that are consistent with the participating institution's over-all educational program and that effectively use the institution's special resources and the competencies of its faculty.

The Title I legislation requires matching funds from non-federal sources; three different matching ratios have been in effect--75 percent federal, 25 percent non-federal (1966-1967); 50 percent federal, 50 percent non-federal (1968); and 66 2/3 percent federal, 33 1/3 percent non-federal (1969 to present).

In the early years (1966-1971) of the Title I program in Tennessee, the State Agency established general program priorities such as community development, government and community affairs, community health, and community economic and human resource development. Although specific needs in the problem areas had been identified through a statewide identification of community needs, the initiative for specific programs generally was exercised by the faculty, staff, and administration of institutions interested in participating in the Title I program. The State Agency visited interested institutions each year to discuss program directions. During this period the State Agency funded 15-20 projects each year that were generally unrelated to each other. The low level of federal funding did not facilitate a comprehensive, coordinated, statewide system of programming.

During fiscal year 1972 the State Agency initiated a continuing process to narrow the focus of programming to two or three basic program areas in an effort to make the best use of the limited federal funds available under Title I.

Concurrent with this process of narrowing the focus, there has been an effort to limit the number of programs in order to encourage statewide projects involving consortia arrangements that would make a more measurable impact on the problem areas.

The major program emphasis under Title I since 1972 has been the Tennessee Statewide Consumer Education Program which was funded for five years (FY 1972-1976). This program was a consortium of 9-15 institutions with one institution serving as statewide coordinator with the responsibility for developing materials and providing program assistance to the individual project segments. This statewide program has been cited by the U. S. Office of Education Community Service and Continuing Education Branch as a model for statewide programming under Title I. It has also been cited by the U. S. Office of Consumer Affairs as one of the most comprehensive consumer education programs in the country. It has been selected by the U. S. Department of Housing and Urban Development and the American Revolution Bicentennial Administration as one of only 200 projects to be included in the Horizons on Display Bicentennial program. Horizons on Display is a Bicentennial tribute to community achievement that recognizes 200 examples of the problem solving capacity in American communities.

Another statewide program--Community Growth Policy and Leadership Development--was initiated in fiscal year 1974 based on the consumer education program model and several pilot projects conducted in FY 1973. The goal of this program was to foster leadership development of existing and potential community leaders and to broaden citizen and community participation in the decision making process. Within these broad goals each project segment was designed to aid in the solution of a specific community problem in each locality. Since each community problem was different, it was difficult to follow the cohesive consumer education program model. Seventeen project segments in this statewide approach were funded during fiscal years 1974 and 1975. Due to the mixed results of a citizen/community approach to leadership development, the completion of these projects on June 30, 1976, will be the termination of this specific program effort under Title I.

With the completion of these two areas of major emphasis during FY 1976, the State Agency has been devoting its efforts to developing new program directions for fiscal year 1977. The results of this planning process indicates that the State Agency should continue to place major emphasis on statewide programming in appropriate priority areas.

II. PROCEDURES USED TO ESTABLISH PRIORITIES

Since 1973 the Tennessee Statewide Consumer Education Program has emphasized energy use and conservation through a project segment that provided instructional assistance, information, and materials for the program. As an outgrowth of this programming effort and the implications of the energy situation on the Community Planning, Growth and Leadership program priority,

the State Agency organized a task force of some 65 individuals representing 18 institutions of higher education and 16 government and community groups to explore the potential for energy education as a program priority under Title I. This task force held two planning sessions on December 8, 1975, and April 6, 1976. A process instrument was developed after the first meeting to give task force members an opportunity to reflect on their views at that meeting. The State Agency worked closely with The University of Tennessee Environment Center throughout this planning process and the Environment Center developed "An Energy Education/Conservation Plan for Tennessee." This plan will serve as a basis for a statewide approach to energy education under Title I in fiscal years 1976 and 1977.

The State Agency held three meetings specifically designed to explore new program directions and to provide information for the establishment of priorities for FY 1977. The first meeting was held on April 2, 1976, for representatives of The University of Tennessee located in the Knoxville area. Twelve faculty and staff members participated at this meeting in a discussion of community problems. The second meeting was held in Nashville on April 8, 1976, with representatives of 10 institutions of higher education, the State Board of Regents, and the Tennessee Higher Education Commission. On May 10, 1976, the third meeting was held in Tullahoma with representatives of 24 institutions of higher education, the Tennessee State Planning Office, the Tennessee Department of Economic and Community Development, the Comptroller's Office, the State Board of Regents, the Tennessee Committee for the Humanities, the Tennessee County Services Association, and the Tennessee Municipal League.

During the year the State Agency held two meetings with the Executive Committee of the State Advisory Council for Title I, met with the full State Advisory Council once and consulted with the membership by telephone twice on proposals to be funded, community problems and programming priorities; met with the Director of the Tennessee State Planning Office, and the Director of Research, State Comptroller of the Treasury, to discuss proposed projects, community service and continuing education programming needs and priorities, and other State and Federal programs; and made site visits and working conferences at selected campuses across the State to discuss program priorities and the specific aspects of community problems for current and future programming under Title I.

All of these activities have assisted the State Agency in establishing program priorities for fiscal year 1977.

III. STATEWIDE PROGRAM PRIORITIES FOR FY 1977

For the past five years the State Agency has been involved in a continual process of narrowing the focus of Title I programming to a few selected areas of emphasis. This has been encouraged by the U. S. Office of Education in an effort to make the best use in each state of the limited federal funds available under this program. The Tennessee experience with the Statewide Consumer Education Program has demonstrated the benefits of interinstitutional cooperative programming: new channels of communication

have been opened; common problems have been identified; expertise is being shared; and resources of institutions of higher education and other agencies are being utilized.

At the same time it is recognized that some problems are local in nature and must be approached on an individual basis. Even community problems that are significantly present in all areas of the state cannot always be approached by a uniform statewide program. Program efforts during FY 1977 will be built on the cooperative working relationships developed through Title I programming whether the approach is statewide, regional or local.

Three program priorities were established for fiscal year 1977 after consultation with the State Advisory Council for Title I, as follows:

- | | |
|---|------------|
| 1. ENERGY EDUCATION | 50 PERCENT |
| 2. COMMUNITY PLANNING, GROWTH
AND LEADERSHIP | 50 PERCENT |

GOVERNMENT ORGANIZATION SERVICES

COMMUNITY ORGANIZATION SERVICES

EMPLOYMENT AND CAREER DEVELOPMENT

Due consideration has been given to the existence of other federally financed programs dealing with similar and other community problems (including General Revenue Sharing, the Environmental Education Act, the Drug Abuse Education Act of 1970, the Education Professions Development Act, the National Foundation for the Humanities, the Intergovernmental Personnel Act, the Appalachian Regional Commission, the Community Services Administration, the Rural Development Act of 1972, and the Housing and Community Development Act of 1974), and to the resources of institutions of higher education that relate to the development and operation of community service programs that educationally assist in the solution of various community problems.

The original aim of Title I to engage as many institutions as possible in the program should be enhanced through the cooperative working relationships fostered by coordinated, statewide program development. Several public community colleges and small private four-year colleges have participated in the Title I program for the first time under these cooperative, coordinated programs. For such cooperative, coordinated program mechanisms to be truly viable and able to conduct effective programs, a real partnership effort in developing and conducting programs will be required on the part of participating institutions. This will call for a sharing of responsibilities and duties to a degree not generally characteristic of previous program efforts.

The State Agency requires that participating institutions work closely with community organizations and government officials in their area in developing programs. *FOR REGIONAL AND STATEWIDE PROGRAMS MAXIMUM COOPERATION/COORDINATION WILL BE REQUIRED BETWEEN PARTICIPATING INSTITUTIONS, COUNCILS OF*

GOVERNMENT, DEVELOPMENT DISTRICTS, APPROPRIATE STATE GOVERNMENT UNITS,
AND COMMUNITY ORGANIZATIONS.

ENERGY EDUCATION. As stated previously, in a planning process initiated during fall 1975 the State Agency--assisted by The University of Tennessee Environment Center (UTEC)--established an informal task force to explore the need for an energy education program and to develop a plan for the state to respond to this need.

Over the past decade, the nation has consumed energy at a rate faster than it has produced it. Demand growth has continuously (up to 1973) increased due to: (1) growth of both population and disposable income; (2) rapid industrial expansion; (3) proliferation of energy-intensive patterns of resource consumption, including dependence on the automobile; and (4) decreasing relative energy prices. Domestic supply growth declined because of: (1) lack of financial incentives to develop supplies and refineries; (2) environmental restrictions on production and combustion; (3) increase price-competitiveness of foreign suppliers; and (4) depletion of low-cost reserves.

There was complete accord within the task force that a complex national energy problem exists. Real energy prices fell steadily for two decades prior to 1970. Demand accelerated in the face of falling prices, growing population, and even more rapidly expanding disposable incomes. Since 1970 and especially since 1973-74, the situation has dramatically reversed. Relative prices for energy, which declined steadily over the past several decades have returned to approximately their 1950 level and are expected to continue to increase. Future traditional supplies are increasingly difficult to obtain and new energy sources or major new technologies are not assured. Much confusion reigns about the amount of remaining reserves, the difficulties (e.g., safety) associated with nuclear power, etc. While there is a strong need (especially in Tennessee) to provide a more dispassionate picture of the future of energy supply, there is an even more urgent need to get sound information and advice to consumers/citizens, both corporate and private, about their roles in making a productive response to the problems (and to their pocketbooks) by means of alterations in energy consumption patterns.

The average Tennessean uses almost twice as much electricity as the average American. Historically, Tennessee Valley Authority (TVA) electricity has been cheap and dependable. The low price of electricity has undoubtedly resulted in more energy-intensive behavior patterns in the Tennessee Valley compared to those in areas where prices have been higher. While electricity prices in Tennessee are currently about 40 percent lower than the national average, the rate of price rise (among the highest in the nation over the past two years), plus the much greater dependence on electricity, means that Tennesseans are more heavily impacted by electricity price changes than residents of other states.

There is extensive evidence that significant amounts of electricity can be saved through increased efficiency without drastically altering lifestyles or standards of living. Many homeowners have reduced their use of electricity by 20 percent or more over the past two years. Studies made recently by federal agencies as well as the Electric Power Research Institute

(EPRI), an independent non-profit organization established by American electric utilities, have shown how electricity use can ultimately be reduced by 30 to 50 percent in the plant, office, and home using available technologies. The fact that changes to increased efficiency are happening slowly is partly due to ineffective information transfer to users of energy about how they can save money by making investments in energy conservation.

It is clear that the nation has reached the end of a long period of cheap, abundant energy, and that this condition will not soon return, if ever. Energy conservation is not the sole solution to our energy problem. However, it will result in savings of money and natural resources and give us time to develop and implement new supplies and technologies.

The existing energy education/conservation movement in Tennessee can best be described as passive. There have been and are a few good programs scattered across the state, but these rely almost solely on utilization of published materials. There is evidence that people are turned off by traditional kinds of material (e.g., discussions by consumers at symposia on TVA and Energy Conservation held at Nashville and Knoxville, 1975-76). They are also suspicious of those agencies (TVA, local power distributors) which develop the materials and the media which traditionally disseminate it. Experience has shown that developing and disseminating material is not very cost-effective since many people cannot or will not read and those who do read often don't act. The many requests for assistance received at The University of Tennessee Environment Center indicate that the consumer still has trouble finding relevant information when it is needed. Many don't know what is available or where they can go for help. Material in the media and disseminated by special interest groups is often biased, narrow, and confusing to consumers.

If energy conservation is to make a significant impact on our energy consumption patterns, a more aggressive approach must be taken to implement conservation measures. In short, an active program which is tailored to specific needs, has a significant multiplier effect, and takes advantage of existing mechanisms to reach various clients is needed.

Numerous organizations generate energy information for consumers. Federal agencies with consumer materials include: FEA, ERDA, Department of Commerce, HUD, HEW, TVA, and DOT. Energy suppliers of all types provide information through media and other routes. The State of Tennessee, mostly through its Energy Office, offers brochures and a film library. Public interest groups bring different perspectives to their memberships. If one were able to obtain and digest all of literature generated, the result would probably be reasonably balanced opinions, with some sharp differences. It is apparent (nationally and in Tennessee) that the adult public is aware an energy problem exists.

In a survey conducted by the Opinion Research Corporation (ORC) for the Federal Energy Administration (FEA) in February of 1976, 45 percent believed the energy problem to be "very serious"; 39 percent believed it to be "somewhat serious"; and 16 percent indicated some concern over the energy problem.

When ORC asked respondents, "Who is responsible for solving the energy problem," 45 percent believed the general public to be most accountable for resource conservation, 33 percent believed the Federal Government to be accountable, and 7 percent held the business community accountable. None of the accountable groups were perceived to be doing a good job conserving resources, with the federal government rated lowest.

Resource Planning Associates (RPA) also conducted a survey for FEA in April, 1976. To the question, "What are obstacles to achieving energy conservation," they found that industry believed government interference was an obstacle. However, there was a near consensus in the RPA survey that lack of grass roots level information on energy conservation was by far the most serious obstacle to achieving greater conservation. The second most commonly cited problem was the lack of credible leadership by the federal government. Third was the resistance to change on the part of the general public (whose lifestyles change slowly), and on the part of industry (which wants to avoid risks, as in the case of beverage container industry opposition to returnable bottles).

Based on "An Energy Education/Conservation Plan for Tennessee" developed for the State Agency by the UT Environment Center, the long range goals for a statewide approach to Energy Education under Title I are:

1. Develop and deliver comprehensive, objective, and accurate information designed to overcome misunderstandings and clarify the energy situation (both now and future options) for Tennesseans.
2. Enable Tennessee energy consumers to make a rapid, productive response to recent developments in (a) energy price and availability and (b) improved efficiency of energy-consuming devices.

The target populations for program activities will be:

1. Government officials and employees (1500-2000);
2. Top and middle management personnel of business and industry (112,304);
3. Leadership of recognized community groups (10,000);
4. Contractors (6,000), Architects (1,830), Engineers (7,688);
5. Teachers (41,000);
6. General Public (4,030,982).

It is projected that programming activities during FY 1977 will reach 1000 government officials and employees, 750 top and middle management personnel of business and industry, and 1000 leaders of recognized community groups. Due to the limited funds available under Title I, the State Agency has assigned top priority initially to the first two groups.

COMMUNITY PLANNING, GROWTH, AND LEADERSHIP. Proposals in this category should reflect the mutually understood desirability of joint college/community action in improving the overall conditions of the community. This appears necessary whether this desire or request is stimulated by the institution or is originated within the community. This concept involves the use of higher education resources as the community identifies: (1) its problems, (2) available or potential resources, and (3) approaches to solving the problems or improving conditions in the community. Educational programs in this category could be designed for government officials and employees, other leaders in the community, citizens within the community, or a combination of people from these three constituencies.

The long range goals for Community Planning, Growth, and Leadership are: (1) to assist in the identification of community needs and in the development of strategies and management skills to meet these needs; and (2) to provide assistance in community planning and leadership development to facilitate optimum growth policies.

The State Agency will encourage several program directions under this category. The first will emphasize encouraging interested and selected institutions of higher education to become involved in community service programming through first-time projects under Title I in the area of community development programs. These first-time projects will be designed to get the participating institution involved in its immediate community, on a small scale, to demonstrate the feasibility and value of community service programming. These projects will be limited to a few institutions per year for the next several years, and there will be a requirement for the institution to demonstrate its continuing commitment to community service programming. An attempt will be made to include these first-time participating institutions in consortia arrangements in an effort to provide optimum assistance to their initial program efforts.

Other program directions under this category are:

1. *Government Organization Services*, including programs assisting local governments in their planning function, training programs for State and Local governments, and leadership development programs for elected/appointed officials and management-level employees.

Policy development by city governments is a function of each city's governing body (council, commission, board of alderman) under the leadership of the mayor. Because of the nature of this elective office, a high turnover takes place; four-year terms are most common, and some cities even have two-year terms. Varying degrees of competency are developed by new mayors, primarily as a result of "on-the-job training" over a period of years. There is a need to accelerate this process through educational programs on leadership techniques and methods of policy development. The major responsibility for providing direction to the solution of the critical problems facing contemporary society rests primarily with government officials and employees.

There are 161,831 government employees in Tennessee: State Government - 37,983; county governments - 71,027; and city governments - 52,821. A statewide survey (1972) under Title I on "Training Needs in Tennessee Government" indicated a need for training in general management, budget preparation, personnel management, financial management, planning, leadership, labor relations, and other areas of management. Although progress has been made in addressing these government training needs through the Intergovernmental Personnel Act and the Statewide Local Government Training Network established through The University of Tennessee Center for Government Training under a Title I project (73042005), there is a continuing need for government training. Within this broad area of training Title I support would be provided for top priority needs determined in consultation with the Tennessee Department of Personnel, the Tennessee Municipal League, the Tennessee County Services Association, and the UT Center for Government Training.

The Specific objectives for Government Organization Services are:

(1) To assist elected and appointed government officials in the development of their most effective roles in the performance of their official duties, such as budgeting, goal setting, and intergovernmental relations.

(2) To assist government officials in the refinement of leadership techniques and methods of policy development and management.

(3) To assist, in relation to the above objectives, in improving the effectiveness of government services (productivity) and in designing more effective mechanisms in reporting to the electorate about programs and performance.

(4) To upgrade the training and skills of selected government employees.

It is projected that 400-500 State, county, and city government employees would be direct participants in activities.

2. *Community Organization Services*, including programs for professionals, paraprofessionals, and volunteers. Due to Great Society and New Federalism policy initiatives during the last ten years, the environment of the small community service organization has changed. The social service system has become increasingly complex with multi-jurisdictional service domains, complex funding requirements, availability of staff through CETA programs, more duplication of service, and an increasing need for coordination of several aspects of service delivery. The complexity of government regulations and requirements has created a hardship for the use of volunteers in these service agencies.

This increasing system complexity is prohibitive for the small community organization that desires to impact in a local area. The tendency is to dovetail programs into existing complex organizations. For these small organizations to continue to be effective and efficient and to achieve their limited objectives, board members, volunteers, and staff require increased knowledge and skills. All programs developed in this category would have to be coordinated with the appropriate government oversight agency.

The specific objectives for Community Organization Services are:

(1) To review and interpret legal requirements for the operation of the community organizations.

(2) To assist community organizations in establishing objectives, work programs, staffing patterns, and procedures for the use of volunteers.

(3) To increase knowledge on the various aspects of government-agency-community coordination and working relationships.

The potential target population of community board members, paraprofessionals, and volunteers is approximately 10,000 people. It is projected that 200-300 direct participants will be involved initially in program activities for selected community organizations.

Further planning during fiscal year 1977 will be required to develop specific programming in this priority.

3. *Employment and Career Development*, including educational research activities, which Title I Regulations define as "a research program of experimental or demonstration nature carried out on an objective and systematic basis using the resources of an institution(s) to identify and develop new or improved approaches to the solution of community problems."

Technological, economic and social changes have produced a number of serious problems in employment and career development that affect many groups and individuals in our communities. Some of these problems have been identified as technological unemployment; underemployment; finding entry level jobs and job training for young adults; the increased number of women in the labor force; changing careers for persons in all walks and stages of life; changing life styles and career goals; counseling and training for minorities, the elderly, and the disadvantaged; and assistance to aspiring entrepreneurs and cooperatives.

The 1974 Current Population Survey data indicate there is a civilian labor force of 1,819,000 (1,109,590 males, 709,410 females) in Tennessee, including 256,479 (136,425 males, 120,054 females) minority members. Total unemployment is 5.1 percent (92,000), female unemployment 6.1 percent (43,608), minority unemployment 8.1 percent (20,792), and minority female unemployment 9 percent (10,856). The potential target population among employed and unemployed workers is 12,000-15,000. There will be a heavy initial emphasis on programs for women and minorities with a projection of 350-450 direct participants in activities.

The specific objectives for Employment and Career Development services are:

- (1) To identify and coordinate available resources.
- (2) To provide career counseling and assistance for initial employment, upgrading of skills and knowledge, and re-training.
- (3) To provide assistance for re-entry into the labor force.

Activities in this category will be composed of experimental models and programs aimed at identifying and overcoming those barriers to employment and career development that the beginning, mid-career and older adult must often confront. Programs will address the educational needs of such individuals which have in the past had very limited access to postsecondary education. This category will invite experimentation and will serve as a challenge to cooperation among the State's institutions of higher education, both public and private, and at the same time insure the maintenance of educational standards.

Although the State Agency firmly endorses the concept of planning, it is also aware of the fact that any plan must be constantly reviewed and updated to meet changing needs and the latest developments. The State Agency has always tried to exercise the maximum amount of flexibility to meet changing needs and situations; and while we shall adhere to the Federal requirements for this program, conditions existent in Tennessee at this point indicate that plans should continue to be general rather than overly prescriptive. This operational procedure of general goals and maximum flexibility appears to be one of the major strengths of the Title I Community Service and Continuing Education Program, which is a forerunner of the "New Federalism" and revenue sharing.

IV. TYPES OF ACTIVITY TO BE SUPPORTED

Clearly, all supportable activities must be designed to provide new knowledge and skills to appropriate adults which will be applied in the process of community problem-solving. Educational programs, activities, or services which are designed to and indicate the probability of (1) providing new knowledge and skills, (2) to the indicated adult groups, (3) which is applicable to the process of community problem-solving, and (4) which will contribute to problem solution in the two problem areas selected in this Annual Program Amendment are emphasized for FY 1977.

Such activities include seminars, conferences, institutes, clinics, demonstrations, forums, workshops, formal classes, lectures, counseling, technical assistance, consulting services, correspondence, radio, television, short courses, and educational research (as previously defined).

However, supportable activities are not limited to only such established continuing education patterns. Rather this annual amendment also encourages development and utilization of innovative, investigative analytical and catalytic techniques and activities which will contribute to or enhance community

problem-solving capabilities. It is expected that such innovative approaches, applied to the three problem areas previously indicated, will provide a useful complement to established continuing education instructional patterns.

It is the intention of Title I in Tennessee (1) to encourage all institutions of higher education to contribute as fully as possible to the solution of community problems through community service programs, and (2) to encourage these colleges and universities to strengthen and improve their institutional competencies in community service programming for the ultimate purpose of assisting the people of Tennessee in the solution of community problems.

Title I is designed to aid community service efforts in problem solving that are appropriate to higher education institutions. This requires a commitment on the part of the college or university to assist people in the solution of community problems and a desire to cement, on a more-or-less permanent basis, an effective and viable relationship between the institution and its community.

Any college or university interested in meeting the needs of its community through adult education programs under Title I ought to do these three things: (1) ascertain its own commitment and interest in specific areas of community service that will effectively utilize the special resources of the institution and its faculty and be consistent with its overall education program; (2) determine which aspects of its public service program it wishes to develop and strengthen (which will assist in the solution of identified community problems) and which it will maintain in the future (when Title I funds are no longer available); and (3) at this point, submit Title I proposals that will (a) be in line with its own commitment, interests, and special resources, and (b) aid the institution in the development of its identified community service program. This will preclude an institution of higher education from being stimulated to develop a short range, one-time approach to Statewide priorities established under Title I.

The State Agency sees its role of assisting or encouraging institutions of higher education to become meaningfully involved in their communities as a continuing effort. As mentioned above, a visible, tangible commitment on the part of the institutions to the community service function is a necessary condition for effective programming to aid in the resolution of community problems. In order for this commitment to be a sufficient condition, institutions must determine, individually, how they can best serve their communities in line with their particular strengths.

V. COORDINATION WITH OTHER PROGRAMS

As indicated previously in this amendment, the State Agency has consulted with a broad range of agencies in the energy area including the Tennessee Valley Authority, the Tennessee Energy Office, the Tennessee Department of Economic and Community Development, and the Oak Ridge National Laboratories.

The State Agency consults with the State Administrator of the Intergovernmental Personnel Act in the State Department of Personnel on government training

programs. The State Agency also consults with the Tennessee State Planning Office and the State Office of Urban and Federal Affairs who represent the Governor's Office on a broad range of Federal and State programs.

The State Agency, as a unit of The University of Tennessee Statewide Division of Continuing Education, is closely involved with continuing education programming throughout the University System. The State Agency also maintains close ties with the University's Institute for Public Service, which conducts public service activities across the State. The State Agency has a working relationship with the Tennessee Committee for the Humanities, and consults in appropriate instances with the Tennessee Commission on Aging.

VI. ADDITIONAL INFORMATION

Notice of Activation. Notices of Activation on projects funded under Title I will be forwarded to the Community Service and Continuing Education Branch, Division of University Programs, U. S. Office of Education within 15 days after the date of approval of each project by the State Agency.

Administrative Review and Evaluation. The State Agency will make periodic, systematic and objective administrative reviews and evaluations in order to assess the status and progress of particular projects in terms of this annual program amendment and overall objectives stated in the plan. The State Agency does not anticipate any special plans for evaluation of its operations beyond the internal Management By Objectives process.

Dissemination of Materials and Program Results. The State Agency will disseminate to other Title I State Agencies and interested parties any materials developed under Title I projects in Tennessee. The State Agency is currently involved in sharing materials with other states in the area of Consumer Education and Energy Education. Specific program results documented through the administrative review and evaluation process will be shared with other states and interested parties.

VII. FEDERAL FUNDS REQUESTED AND ANTICIPATED BUDGET FOR FY 1977

The amount of federal funds requested in support of this Community Service and Continuing Education program for fiscal year 1977 is Tennessee's allocation of the Congressional appropriation for Title I. Since there is no accurate indication of what this appropriation will be, the State Agency is optimistically requesting \$350,000 in federal funds for FY 1977 to undertake the program outlined in this amendment. Although the \$350,000 requested would provide enough funds to initiate meaningful activities under this Annual Program Amendment, an additional amount of \$225,000 would be required to initiate a Comprehensive Energy Education program across the State. In the Community Planning, Growth and Leadership priority an additional amount of \$175,000 would be needed to implement activities in most areas of the State.

Program Budget:

	<u>Federal Funds</u>	<u>Matching Funds</u>	<u>Total Funds</u>
Program Category:			
1. Energy Education	\$162,500	\$ 81,250	\$243,750
2. Community Planning, Growth, and Leadership	162,500	81,250	243,750
Government Organization Services			
Community Organization Services			
Employment and Career Development			
Total	\$325,000	\$162,500	\$487,500

(NOTE: The percentage of program funds indicated above is based on the 66 2/3 - 33 1/3 matching arrangement now in force under Title I legislation; the total federal program funds, exclusive of the \$25,000 for administration, are estimated to be \$325,000.)

Administrative Budget:

	<u>Federal Funds</u>	<u>Matching Funds</u>	<u>Total Funds</u>
Personnel Services	\$ 16,408	\$ 12,649	\$ 29,057
Professional (\$22,750)			
Non-Professional (\$ 6,307)			
Employee Benefits	1,694	1,306	3,000
Travel (Staff, Consultants, and State Advisory Council)	2,541	1,959	4,500
Office Supplies and Materials	3,962	3,052	7,014
Program Audits	395	305	700
Total	\$ 25,000	\$ 19,271	\$ 44,271

**Program IMPACT
COMMUNITY SERVICE AND CONTINUING EDUCATION
PROGRAMS**

Title I of the Higher Education Act of 1965

Program IMPACT—as authorized under Title I of the Higher Education Act of 1965 (Public Law 89-329), enables the U.S. Commissioner of Education to make grants to States to strengthen the community service program of colleges and universities. The act does not restrict the types of problems which institutions of higher education may assist the people to solve, but does indicate some of the problem areas which Congress had in mind, such as housing, poverty, government, recreation, employment, youth opportunities, health, transportation, and land use.

In defining community service under the act as an "educational program, activity, or service, including a research program," this legislation keeps college and university involvement in community problem solving within the parameters of the generally accepted mission and functions of higher education in the United States—teaching, research, and public service. The act does not demand that colleges and universities violate or ignore their traditional roles and become master problem solvers. It simply encourages institutions of higher education, in partnership with their communities and through specially designed educational programs, to lend their expertise to the community's efforts to ameliorate its problems. A highly effective demonstration has emerged of Federal-State teamwork in strengthening the community service dimension of higher education, and in providing problem-solving assistance to American communities.

Program IMPACT is administered as a State operation under a State plan prepared by a State agency in each State and approved by the U.S. Commissioner of Education. Each State agency, assisted by an advisory council, establishes priorities among problem areas, approves all project proposals from colleges and universities, and allots available resources to conduct projects. While the State agency assumes a significant and active role, the U.S. Office of Education provides consultation in program planning, exercises leadership in improving program performance, and encourages activities designed to meet national needs. One third of total program cost must be met with non-Federal funds. The program is conducted in all 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

For further information contact the:

State Agency for Title I
106 Student Services Building
The University of Tennessee
Knoxville, Tennessee 37916

Program IMPACT: Institutions and Municipalities in
Partnership Assisting Communities through Teamwork

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